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THE STATUS OF TEACHERS IN JUNIOR HIGH SCHOOLS

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This is a study of certain facts concerning the organization, administration, and teaching staff of junior high schools, on the basis of data which were obtained by questionnaires sent to cities of different sizes in every state of the country. Of the reports returned 99 representing 36 states were of such a character as to permit satisfactory interpretation. In addition, 36 questionnaires were returned with the statement that the cities in question had no junior high schools, though in several cases it was stated also that junior high school buildings were under construction or were to be constructed soon.

GRADE COMBINATIONS

The returns show that approximately two-thirds of the junior high schools reporting were of the three-grade type, 63 comprising Grades VII-VIII-IX and one comprising Grades VI-VII-VIII, while the remaining one-third were, with one exception, of the two-grade type, comprising Grades VII-VIII, or in one case Grades VIII-IX. There is abundant evidence in the correspondence that the two-grade type is not the type eventually desired. Most of the two-grade schools are to be considered but temporary types, their present status being due to one or more of the following facts: (*a*) the junior high school system has just been organized and next year will retain what is then the ninth grade; (*b*) existing building conditions preclude the organization of a three-grade school; (*c*) college-entrance requirements have not yet been adjusted to meet the newer organization; (*d*) state school laws have not yet been adapted satisfactorily. There can be no doubt of the tendency toward the three-grade junior high school comprising Grades VII-VIII-IX.

HOUSING

The figures concerning the housing of junior high schools indicate the following facts:

1. The tendency is toward the housing of junior high schools in separate buildings, though of the 99 schools reporting only one-half are thus housed.
2. Of junior high schools of the three-grade type one-half are housed in separate buildings, 22 per cent with the elementary grades, and 27 per cent with the senior high schools. Strangely enough, the tendency toward separate buildings for the junior high schools does not appear marked until schools of 700 pupils are reached, and, per contra, schools of under 300 pupils do not show any marked tendency toward housing with the senior high school.
3. Of junior high schools of the two-grade type there is a greater tendency toward housing with the elementary grades, 36 per cent falling in that class, while 18 per cent are housed with the senior high school, and 46 per cent are housed separately.
4. In many cases building conditions rather than educational policies have been the determining factors affecting the housing of the junior high school.

THE PRINCIPAL

The returns also showed the number of junior high schools which have separate principals, the number in which the principal of the junior high school is also principal of the elementary grades, and the number in which the principal of the junior high school is also principal of the senior high school.

1. Of the junior high schools of the three-grade type, nearly two-thirds have separate principals, one-fifth have principals who also are principals of the elementary schools attached, and one-sixth have principals who also are principals of the senior high school.
2. Of the junior high schools of the two-grade type, more than one-half have separate principals, 30 per cent have principals who are also principals of the elementary schools attached, and only 12 per cent have principals who also are principals of the senior high schools.

3. Of all 99 junior high schools reporting, nearly two-thirds have separate principals, nearly one-quarter have principals who also are principals of the elementary schools attached, and 14 per cent have principals who also are principals of the senior high school.

4. The tendency is obviously toward a separate principal for the junior high school. Particularly noticeable is the relatively small number of junior high schools having as principals persons who are also principals of the senior high schools, even where the two high schools are housed in the same building.

SEX OF TEACHERS

In Table I are presented figures showing the numbers of men and women teachers. They indicate that of 1,518 junior high

TABLE I
THE SEX AND EXPERIENCE OF THE TEACHERS

TYPE OF SCHOOL	ENROLMENT OF SCHOOL	NUMBER OF TEACHERS		TEACHERS HAVING AT LEAST ONE YEAR'S EXPERIENCE PRIOR TO SEPTEMBER, 1920			
				Elementary Grades		Junior High School	Senior High School
		M	F	I-VI	VII-VIII		
VII-VIII-IX	101-300.....	28	101	41	31	46	40
	301-500.....	27	142	104	65	114	77
	501-700.....	37	193	41	84	110	53
	Over 700.....	103	482	308	348	499	169
	Total.....	195	918	494	528	769	339
VII-VIII	Percentage of all	17	83	44	48	69	30
	Less than 100....	1	4	1	1	3	3
	101-300.....	12	60	56	59	36	28
	301-500.....	28	161	90	90	138	28
	501-700.....	11	55	46	24	50	15
	Over 700.....	5	27	16	6	21	20
	Total.....	57	307	209	180	248	94
	Percentage of all	16	84	57	50	68	26
	Grand total (1,518)*.....	259	1259	723	735	1,044	441
	Percentage of grand total...	17	83	48	49	69	29

* Includes figures for three additional schools of varying types.

school teachers reported, 83 per cent were women and 17 per cent were men, the proportions being approximately the same for junior high schools of the various types. The proportion of men teachers in the junior high schools is small, being but slightly above that in the elementary schools and approximately one-half of that in the high schools of the country. Apparently the argument sometimes adduced for the junior high school, that it would provide more male teachers, has as yet to justify itself.

EXPERIENCE OF TEACHERS

Table I also shows the earlier teaching experience of junior high school teachers.

1. Of teachers now in junior high schools of the three-grade type, 44 per cent have had previous experience in Grades I–VI of the elementary school, and 48 per cent have had previous experience in Grades VII–VIII of the elementary school, while 30 per cent have had previous experience in the senior high school, and 69 per cent have had experience in the junior high school before this year. Considerable overlapping is obvious.

2. Of teachers now in junior high schools of the two-grade type, 57 per cent have had previous experience in Grades I–VI of the elementary school, and 50 per cent have had previous experience in Grades VII–VIII of the elementary school, while 26 per cent have had experience in the senior high school and 68 per cent have had experience in the junior high school before this year. A slightly greater tendency to draw teachers from elementary-school work is observable in junior high schools of the two-grade type.

3. Particularly noticeable is the relatively small proportion of teachers who have had previous experience in high-school teaching before joining the staff of a junior high school—30 per cent for three-grade junior high schools and 26 per cent for two-grade junior high schools. Three-fourths of the teachers who have had senior high school experience were found now teaching in junior high schools of the three-grade type.

4. Of the 441 teachers reported as having had senior high school experience, 222 (or 50 per cent) had taught in the senior high school only, 77 (or 18 per cent) had taught in the senior high school and in

Grades VII and VIII, 75 (or 17 per cent) had taught in the senior high school, in Grades I-VI, and in Grades VII and VIII, while 67 (or 15 per cent) had taught in the senior high school and in Grades I-VI.

Another tabulation not presented in this article indicates the experience in the junior high schools of the teachers now working in them.

1. Of the 1,183 teachers reported, 27 per cent had had no previous experience in teaching in junior high schools and of these 51 (or 4.3 per cent) had had no previous experience in teaching at all. More than one-half of all the teachers had had not more than two years of experience in junior high school teaching.

2. The median experience of teachers in junior high school work is for the three-grade school 1.6 years, for the two-grade school 1.3 years, and for all schools reporting 1.5 years. It should be noted that these figures are for experience in the junior high school only. Apparently, the teachers chosen for junior high school work were those of successful previous experience either in the elementary school or in the high school.

Correspondence clearly indicates that at least in the beginning of the junior high school the practice has been to select well qualified elementary-school teachers to form the junior high school teaching staff.

EDUCATION OF TEACHERS

In Table II are presented figures indicating the character of the education of junior high school teachers, indicating that:

1. A small proportion only (9 per cent) of the junior high school teachers are without college or normal-school training.

2. In schools of the three-grade type, 42 per cent of the teachers are college or university graduates, and 18 per cent have attended college but have not been graduated—60 per cent thus having had a complete or partial college training. Corresponding figures for schools of the two-grade type are for college or university graduates 29 per cent, for college non-graduates 12 per cent, total 41 per cent. Apparently the three-grade junior high school, as would be expected, draws a larger proportion of college men and women.

3. Approximately 5 per cent of the teachers in junior high schools are both college or university and normal-school graduates, 72 teachers belonging to this group.

TABLE II
THE EDUCATION OF THE TEACHERS

TYPE OF SCHOOL	ENROLMENT OF SCHOOL	CHARACTER OF EDUCATION					
		High School or Less	College or University		Normal School		Graduate Study*
			Graduate	Non-Graduate	Graduate	Non-Graduate	
VII-VIII-IX	101-300.....	7	55	32	55	13	33
	301-500.....	11	74	47	89	10	34
	501-700.....	18	80	17	90	13	44
	Over 700.....	54	254	109	197	30	201
	Total.....	90	463	205	431	66	312
VII-VIII	Percentage of all	8	42	18	39	6	28
	Less than 100....	1	2	.....	3	.....	.....
	101-300.....	8	18	11	43	3	7
	301-500.....	23	44	26	90	4	39
	501-700.....	12	18	3	30	9	18
	Over 700.....	.....	25	5	2	.....	17
	Total.....	44	107	45	168	16	81
	Percentage of all	12	29	12	46	4	22
	Grand total (1,518)†.....	137	587	258	619	85	401
	Percentage of grand total...	9	39	17	41	6	26

† Includes figures for three additional schools.

* Largely summer courses and extension courses.

Correspondence indicates that the common standards for the education of junior high school teachers are normal-school or college graduates for the seventh and eighth grades and college graduates for the ninth grade, with a desire to secure for all junior high school work teachers who have had both normal-school and college training.

SALARIES OF TEACHERS

In Table III are presented figures showing the salaries of junior high school teachers in schools of various types and sizes. They

show that the median salary of teachers in the three-grade junior high school is \$1,600; in the two-grade junior high school, \$1,425; and in all junior high schools reporting, \$1,541.

TABLE III
THE SALARIES OF THE JUNIOR HIGH SCHOOL TEACHERS

SALARIES	VII-VIII-IX				VII-VIII				VII-VIII-IX	VII-VIII	* Total	VII-VIII-IX	VII-VIII	PERCENTAGE OF GRAND TOTAL
	101-300	301-500	501-700	Over 700	100	101-300	301-500	501-700	Over 700	Total No.	Total No.	Per-cent-age	Per-cent-age	
Less than \$1,000.	2	1	16	15	.....	4	2	.....	1	34	7	42	3	2
1,000-1,100.....	15	19	8	44	.....	17	1	7	16	86	41	133	7	13
1,101-1,200.....	21	17	11	11	3	7	4	3	8	60	25	91	5	8
1,201-1,300.....	12	13	34	13	.....	6	24	19	.....	72	49	128	6	15
1,301-1,400.....	18	24	39	12	1	12	32	2	5	93	52	150	8	10
1,401-1,500.....	20	32	82	39	.....	7	53	1	.....	173	61	235	15	10
1,501-1,600.....	18	28	52	19	.....	3	40	5	.....	117	48	170	10	11
1,601-1,700.....	2	28	20	11	.....	4	7	2	.....	61	13	80	5	4
1,701-1,800.....	6	20	15	71	1	1	3	3	1	112	9	123	10	3
1,801-1,900.....	3	9	10	15	.....	.....	.....	.....	.....	43	1	44	4	.....
1,901-2,000.....	6	11	5	31	.....	2	2	6	.....	53	10	63	5	3
2,001-2,100.....	.....	4	2	15	.....	.....	1	.....	.....	21	1	22	2	.....
2,101-2,200.....	2	1	4	14	.....	.....	.....	.....	.....	51	.....	51	5	.....
2,201-2,300.....	1	.....	5	18	.....	.....	.....	.....	.....	24	.....	24	3	.....
2,301-2,400.....	2	1	.....	127	.....	.....	.....	.....	.....	130	1	132	11	.....
2,401-2,500.....	2	1	.....	7	.....	.....	2	.....	.....	10	2	12	1	.....
More than 2,500.	1	.....	1	9	.....	.....	.....	1	1	11	2	14	1	.....
Total.....	131	209	310	501	5	63	172	50	32	1,151	322	1,514	.....	.....
Median salary.	1,439	1,547	1,507	1,953	1,250	1,317	1,493	1,329	1,144	1,600	1,425	1,541	.....	.....

* This includes 3 additional junior high schools of varying types.

TEACHERS' SPECIALIZATION

Figures showing the numbers of teachers teaching one, two, three, or more subjects indicate that: (1) the percentage of teachers teaching one subject only in schools of three-grade type is 72, and in schools of the two-grade type 62. For all schools reporting the percentage is 69. (2) For teachers of two or more subjects there appears to be no generally accepted combination, except for such natural combinations as French and Spanish, history and civics, stenography and typewriting.

OVERLAPPING OF INSTRUCTION

In Table IV are presented figures showing the numbers of teachers teaching in the junior high school only, in the junior and senior high schools, and in the junior high school and in elementary grades. They show a distinct tendency to observe the integrity

of the teaching staff of the junior high school, 87 per cent of all the teachers reporting having work in the junior high school only. Particularly noticeable is the relatively small number of teachers, 4 per cent only, teaching both in the junior high school and in the elementary school.

TABLE IV

THE NUMBER OF TEACHERS (1) TEACHING IN THE JUNIOR HIGH SCHOOL ONLY, (2) IN THE JUNIOR HIGH SCHOOL AND ELEMENTARY GRADES, (3) IN THE JUNIOR HIGH SCHOOL AND IN THE SENIOR HIGH SCHOOL*

SCHOOL ENROLMENT	VII-VIII-IX			VII-VIII			ALL TYPES†		
	J.H.S. Only	J.H.S. and El. Sch.	J.H.S. and S.H.S.	J.H.S. Only	J.H.S. and El. Sch.	J.H.S. and S.H.S.	J.H.S. Only	J.H.S. and El. Sch.	J.H.S. and S.H.S.
Less than 100....	1	.....	2	5	.....	5	6	.....	7
101-300.....	73	10	45	69	21	9	149	31	55
301-500.....	133	7	65	206	18	19	353	25	84
501-700.....	285	9	18	62	2	.....	366	11	18
Over 700.....	577	2	.....	51	.....	.....	628	2	.....
Total (1,735)...	1,069	28	130	393	41	33	1,502	69	164
Percentage.....	87	2	11	84	9	7	87	4	9

* Special teachers of music and drawing are included in the figures for junior high school only.

† Includes figures for three schools of types other than the VII-VIII-IX and VII-VIII.

SUMMARY AND CONCLUSIONS

1. There is a decided tendency toward the three-grade junior high school comprising Grades VII, VIII, and IX. Most of the two-grade junior high schools now found are to be considered as of temporary status destined ultimately to become three-grade schools (a) by the retention of the ninth grade next year, (b) as soon as building conditions permit, (c) when college-entrance requirements are adjusted to the new system, (d) when certain state laws are adapted to the new plan.

2. At present about one-half of the junior high schools are housed either with elementary grades or with the senior high school. The limitations of building accommodations are the largest factor determining the present status, though there is good reason for combination schools in smaller communities.

3. In 62 per cent of the schools the junior high school is under the charge of a separate principal. In many cases a separate

principal for the junior high school is found even where the junior high school is housed with the elementary school or with the senior high school.

4. The proportion of men teachers in the junior high school reported is very small, being but slightly above the proportion of men teachers in the elementary schools of the country.

5. The majority of junior high school teachers have had their experience in the elementary grades, 29 per cent only having had experience in the senior high school. About two-thirds of the teachers now working in the junior high school have had experience in that type of school before this year. The median length of experience in the junior high school itself is about one and one-half years.

6. About four-fifths of the junior high school teachers are either college or normal-school graduates.

7. The median salary of junior high school teachers is \$1,541. The median salary in the three-grade junior high school is nearly \$200 above that in the two-grade school, the difference being due in part, no doubt, to the salaries of teachers in the ninth grade of the three-grade school.

8. Most teachers in the junior high schools are specialists in the sense that they teach one subject only. Few subject correlations appear standard. A relatively small proportion of junior high school teachers teach also in the elementary grades or in the senior high school.